



Woodview School

Curriculum Local Procedure

Woodview School
Crockenhill Road
Orpington
Bromley
BR5 4EP

Email: woodviewschool@aspriscs.co.uk

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Curriculum

Introduction

This document is a statement of aims, principles and strategies for the curriculum vision for Woodview School. It is the method through which we offer a rigorous knowledge-led curriculum and its implementation is the responsibility of all the members of the school community. The aim of this document is to help the educators in the school become the most effective that they can be by using principles established from research, cognitive science, and experience. The impact of quality teaching and learning is the progress pupils make and the outcomes they achieve.

Meaning of Curriculum to Woodview School

The curriculum at Woodview School is the framework for setting out the aims for the education of our learners which includes the knowledge and understanding to be gained at each stage; it translates the framework over time into a structure and narrative within an institutional context and evaluates knowledge and understanding pupils have gained against expectations.

Aims

The curriculum at Woodview School is designed to ensure that children leave our school from whatever their individual starting point as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators. The curriculum is devised into key concepts and/or themes that are derived from our organisation's behaviours. We then immerse our children in high level language, rich texts and relevant topics that intertwine weave and grow knowledge as the children themselves develop and flourish. Coupled with this is the belief that children should have a wealth of real -life experiences such as high- quality trips, visitors and opportunities to perform in front of a wide range of audiences.

In addition to this we wholeheartedly embrace the UNICEF Rights Respecting School agenda. We use the principles of the United Nations Conventions for the rights of the child and sustainable goals to educate our children into thinking as global citizens. This is the bedrock of our citizenship work along with the National Autistic Framework and Gatsby Benchmarking.

As part of the Asprips Children's Services we know that the strategic aims of the organisation are to support individuals to fulfil their potential, no matter what their challenges may be. We believe that everyone we work with, from children to adults and colleagues, can excel in their own way.

The name Asprips originated from two Latin phrases that resonate with the people we support. As individuals, they all face challenges – conditions such as autism, struggles with mental health or having a very difficult start to life. It is our role to help them reach their full potential in life. **Dulcius ex asperis:** Sweeter after difficulty, **Ad astra per aspera:** Through hardships to the stars. The branding focuses on the concept of light. Whilst light symbolises many things and has varying interpretations, it universally serves as a symbol of positivity - life, happiness, hope and prosperity.

At Woodview we have designed our curriculum by firstly deciding upon the key behaviours as outlined by Aspris with the addition of resilience. Our whole school themes are;

- Aspirational
- Positive
- Fun and Friendly
- Courage
- Innovative
- Resilience

Each theme runs across one school term and is built upon each school year so that the children re visit the same theme at the same time each academic year, therefore remembering and knowing more. When designing sequences of lessons across the curriculum we use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well -defined destination. We then decided upon relevant and interesting texts that would accompany and work well with each theme. Finally, we use the National Curriculum Document and relevant examination and functional skills requirements to break down the curriculum objectives to ensure that we cover all the teaching requirements of the document in detail and in a progressive systematic way. Effective formative assessments ensure children make progress from their starting points - therefore remembering and knowing more.

Through authentic outcomes, pupils are given the opportunity to demonstrate the progress the knowledge and skills they have acquired. The pupils' books will clearly demonstrate the progress they have made and the knowledge they have gained. We ensure that our children's attainment and progress are in line, or exceeding, their potential.

Children will be able to talk clearly and knowledgeably about their learning and make clear links between pieces of learning across the curriculum.

Pupils will continue to make good progress and attain well at the end of each Key Stage.

All pupils will achieve the best possible outcomes and acquire knowledge and skills for life. Adapted learning resources ensure that they can fully engage with learning intention.

Pupils are able to use what they have learned and can show that they remember what they have learned in a variety of ways.

Pupils who do not have age-appropriate reading fluency, number or writing skills will be heavily supported to narrow or eradicate gaps in their learning.

We use regular and robust triangulated monitoring to gauge the impact of our curriculum design. Leaders at all levels review learning, talk with our children and provide feedback to move practice forward.

Pupils transition confidently to their next destination as they will be self-reliant, know how to organise their learning and manage their time, how to research, evaluate and identify the next steps in their learning journey. Through leadership roles, pupils will develop a sense of personal responsibility.

Our young people will all have an EHCP and a diagnosis of autism and will be between the ages of 7 and 19. The curriculum offer will be reflective of needs and abilities.

Outcomes for Children

The curriculum is set out to ensure that children will achieve their potential. We will offer a broad range of academic subjects, GCSE's and A Levels and preparation for adulthood. The supporting policies are Assessment, Teaching and Learning and our Vision statement.

Therapy

Pupils will receive therapy as outlined in their EHCP'S. It will be decided and implemented based upon a discussion with key staff and relevant therapies. Senco's will meet with therapists weekly to discuss weekly sessions and progress. A termly report will be completed for all students. Reports for EHCP's meeting will be completed by the therapy team.

Quality Assurance

There is a clear system for Quality Assurance which involves a series of activities as outlines in the appendix 1. We will complete internal moderation, school to school moderation and external moderation within an academic year.



Aspirational



Positive



Fun & Friendly



Courageous



Innovative



Resilient